

# CHILD-WELFARE MAGAZINE

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## The President's Desk.

All superintendents and principals of schools, and all members of the Congress are invited to attend these sessions.

The Cincinnati Conference of National Congress of Mothers and Parent-Teacher Associations and Home Education Division, Bureau of Education, at Department of Superintendence, N. E. A., on Afternoon of February 24-25, Hotel Sinton

Ohio superintendents and parents are invited to participate in a special consideration of the work in Ohio, February 24.

Commissioner Claxton, Supt. W. P. Evans, Springfield, Mo., Miss Lucy Wheelock, Boston, Mass., Mrs. Frederic Schoff, Philadelphia, Mrs. B. F. Langworthy, Chicago, Ill., Mrs. J. A. Smith, Cleveland, Ohio, Supt. Cammack, Kansas City, Mo., are among those who through actual experience will present the different phases of educational work outside of schools, yet acquiring the coöperation of all educators, because of the greater efficiency of the school system which results. The purpose is to place on parents their own share of educational work, to help them to meet their problems with an insight into child nature, with appreciation of relative values, and with sympathy guided by wisdom.

Parents and teachers have clasped hands and will together strive to develop the highest possibilities of every child.

**Come to Cincinnati and help make the Conference one to stimulate nation-wide enthusiasm in all-around education of children and of training for parenthood.**

THE annual Child-Welfare Conference of the National Congress of Mothers and Parent-Teacher Associations will be held in Portland, Oregon, May 12-16.

**Nineteenth Annual Child-Welfare Conference in Portland, Oregon May 12-16, 1915**  
The local committee of arrangements has been appointed and has already done much for the pleasure and comfort of those who will attend. Mrs. J. C. Elliott King, Vice-President Oregon Congress, is chairman and has for her co-workers Mrs. A. King Wilson, chairman Parent's Educational Bureau, Mrs. Martin Wagner, President of the Portland Council, with Mrs. Robert H. Tate, Vice-President of the National Congress and Mrs. Aristene Felts, State President, as advisors.

Hotel Benson has been chosen as headquarters. In addition to the conference, an automobile trip up the Columbia Highway, receptions, and luncheons are tendered to members of the Congress. It should be clearly understood that every member of the Congress is earnestly invited to join the party going to Portland, and participate in all its benefits.

The delegates will transact the business of the Congress as speedily as possible that time may be given to the educational features of the program.

THE following Child Welfare Conferences have been arranged by The National Congress of Mothers and Parent-Teacher Associations:—Chicago, Ill., May 1-2; St. Paul, Minn., May 3-4; Bismark, N. D., May 5-6; Helena, Montana, May 7-8-9; Seattle, Wash., May 10-11; Portland, Oregon, May 12-16; San Francisco, Calif., May 17-24.

**Child-Welfare  
Conferences  
Arranged by  
National Congress  
of Mothers and  
Parent-Teacher  
Associations**

The Conferences in Minnesota, North Dakota and Montana are held for the purpose of forming state branches of the Congress. Local committees in each state will cooperate with the National Executive Board in arranging program.

The Seattle Council most earnestly desires to have all its members meet the National Board, and have invited them to stop in Seattle for a short visit en route to Portland.

Everything is favorable for a great convention in Portland, and it is hoped that a large delegation may go to Portland from every city in which conferences are to be held. It is believed that these preliminary meetings will awaken interest in attending the annual conference in Portland.

THE Year Book of 1915 is now ready. It will be sent to presidents of state and local branches whose names are on the list. Extra copies can be ordered at ten cents each. It contains the story of "Eighteen Years' Work for Child Welfare," which should be read by every Mothers' Circle or Parent-Teacher Association.

**National Congress  
of Mothers Year  
Book, 1915**

It also contains advice to presidents which is invaluable in systematizing the work of this great organization.

THE Yearbook will help in the proper observance of Child-Welfare Day, February 17, when each local circle takes into consideration the needs of the mothers of all—The National Congress—which is the center from which has emanated a world-wide interest in little children and a truer conception of the educational work that can be done by parents alone.

**Child-Welfare Day,  
February 17**

Commissioner Claxton has written the National Board that \$15,000 could be used by the Mothers' Congress to the greatest advantage in furtherance of its work with the Bureau of Education. Every state, every home, no matter how remote, is reached and inspired to intelligent purposeful effort by the cooperation of the Bureau of Education.

Every circle that sends a gift of money to the National may be assured that the benefit will be felt in its own vicinity. Over 3,000 women are cooperating with the Congress in extension of parent's organization for study of child nurture and home-making. It takes money to provide for the clerical and educational work connected with a National organization.

Read what the Congress of Mothers has done in eighteen years and judge whether it is worth while to help it to do twice as much as it has already accomplished.

"Two bulletins have been prepared with the assistance of the National Kindergarten Association.

**Message from Com-  
missioner Claxton  
New Government  
Bulletins on  
Kindergartens**

The Bureau of Education has had printed for distribution 8,000 copies of the one entitled "Montessori and the Kindergarten" by Elizabeth Harrison, President of the National Kindergarten College, whom you sent to Rome. The one "The Kindergarten in Benevolent Institutions" is expected to prove stimulating to the growth of kindergartens in orphanages, day nurseries, hospitals, and homes for the blind and feeble-minded.

According to the survey of 1910 there were in this country at that time 1,435 institutions for the care of children, containing 108,070 inmates. You will notice that this bulletin contains testimonials which prove that the kindergarten is of especial and incalculable value in the training of dependent children. A copy of it is now being sent to the institutions that have not yet realized the importance of providing kindergartens for their little ones, in the firm belief that the information contained therein will bring home to them their duty to these unfortunate children."

Sincerely yours,

P. P. CLAXTON,  
Commissioner

IN Baireuth in May, 1806, Jean Paul Richter wrote the preface to his book *Levana*, a book so full of understanding of child life that more than a hundred years later its message to fathers and mothers rings true. In the closing sentence of the preface he says, "It would be my greatest reward if, at the end of twenty years, some reader as many years old should return thanks to me that the book which he is then reading was read by his parents."

Jean Paul Richter's  
Thoughts on  
Education

Richter says, "Printing ink now is like sympathetic ink, it becomes as quickly invisible as visible; wherefore it is good to repeat old thoughts in the newest books, because the old works in which they stand are not read. New translations of many truths, as of foreign standard works must be given forth every half century, and I wish that old standard books were turned into new language from time to time and so could find their way into the circulating libraries." He pleads for the gleaning of truths from the innumerable educational works that not one good observation or rule be lost by being imprisoned in books whose life is short—that every mother and every bride may read the up to date revision of the wisdom gleaned from preceding centuries of experience and study. "A diary about an ordinary child would be much better than a book upon children by an ordinary writer, for every man's opinions about education would be valuable if he only wrote what he did not copy." A protest against monotonous uniformity in education is illustrated by the variety of trees growing side by side in a forest, each one perfect of its kind yet different.

The three early years of life are given special study because here educators open or close the gates of heaven and by true education in developing, the curative may be spared. In his appeal to fathers for closer companionship with their children he says: "The words that the father speaks to his children in the privacy of home are not heard by the world; but as in whispering galleries, they are clearly heard at the end and by posterity."

THE Washington State Branch of the National Congress of Mothers and Parent-Teacher Associations has just published its first Year Book, and is to be congratulated on its contents. With 131 circles and a membership of four thousand the Congress has become a power for great good. On the Pacific coast, Washington, Oregon and California may be counted among the states which are doing work of inestimable value for the children and parents.

The directions for formation of County Branches of the Congress are emphasized so clearly that on another page we print them, and ask that members of the Congress in every county do what they can to organize a county branch with annual County Child-Welfare Conference of National Congress of Mothers and Parent-Teacher Associations.

Every state should incorporate in its Yearbook the appeal for County Branches and County Conferences of the Congress.

GOVERNOR WEST of Oregon appointed a Child-Welfare Commission a year ago to study all conditions affecting children and to report to him Jan. 1, 1915.

**Child-Welfare  
Commission**

The Commission has done faithful work, and with its study the Governor has information in hand which makes it possible to see where improvements and changes should be made. Mrs. Robert H. Tate, of Portland, is chairman of the Commission, all of whose members gave their services to the state. Such a Commission is needed in every state and the National Congress of Mothers is urging every Governor to make the appointment. A review of the Oregon Child-Welfare Commission report will be given in the near future.

## Discipline and Individuality

By L. A. LOWE, M.A.

I have left the question of moral discipline to the end as offering the most important and most difficult problem of this paper. We all acknowledge its necessity and most of us probably acknowledge too, that it must be imposed especially in the early stages from without, and that it should develop into self-discipline in manhood and in womanhood. The question naturally arises: how can we bridge over the gulf between the imposition of external discipline and that of self-discipline? We are fortunate in finding something of an answer in one of the greatest of Greek Philosophers. Plato in his *Dialogues* relates an imaginary conversation between Socrates and a boy named Lysis, of which the former gives an account. In this passage Socrates questions the boy as to the amount and type of obedience exacted by his parents, and shows him the reasons why sometimes he acts freely, and sometimes under control. The following passage, quoted from Jowett's translation of the *Dialogues*, bears closely on this particular point.

PLATO'S "DIALOGUES" I., pp. 54-58.

I daresay, I said, that your father and mother love you very much.

Certainly, he said.

And they would wish you to be perfectly happy.

Yes.

But do you think that any one is happy who

is in the condition of a slave, and who cannot do what he likes?

I should think not indeed, he said.

And if your father and mother love you, and desire that you should be happy, no one can doubt that they are very ready to promote your happiness.

Certainly, he replied.

And do they then permit you to do what you like, and never rebuke you or hinder you from doing what you desire?

Yes, indeed, Socrates; there are a great many things which they hinder me from doing.

What do you mean? I said. Do they want you to be happy, and yet hinder you from doing what you like? For example, if you want to mount one of your father's chariots, and take the reins at a race, they will not allow you to do so—they will prevent you?

Certainly, he said, they will not allow me to do so.

Whom then will they allow?

There is a charioteer, whom my father pays for driving.

And do they trust a hireling more than you? And may he do what he likes with the horses? And do they pay him for this?

They do.

But, I daresay that you may take the whip and guide the mule-cart if you like—they will permit that?

Permit me! indeed, they will not.

Then, I said, may no one use the whip to the mules?

Yes, he said, the muleteer.

And is he a slave or a free man?

A slave, he said.

And do they esteem a slave of more value than you who are their son? And do they entrust their property to him rather than to you? And allow him to do what he likes,



when they prohibit you? Answer me now: Are you your own master, or do they not even allow that?

Nay, he said; of course they do not allow it.

Then you have a master?

Yes, my tutor; there he is.

And is he a slave?

To be sure; he is our slave, he replied.

Surely, I said, this is a strange thing, that a free man should be governed by a slave.

And what does he do with you?

He takes me to my teachers.

You do not mean to say that your teachers also rule over you?

Of course they do.

Then I must say that your father is pleased to inflict many lords and masters on you. But at any rate when you go home to your mother, she will let you have your own way, and will not interfere with your happiness; her wool or the piece of cloth which she is weaving, are at your disposal: I am sure there is nothing to hinder you from touching her wooden spathe, or her comb, or any other of her spinning implements.

Nay, Socrates, he replied, laughing; not only does she hinder me, but I should be beaten, if I were to touch one of them.

Well, I said, this is amazing. And did you ever behave ill to your father or your mother?

No, indeed, he replied.

But why then are they so terribly anxious to prevent you from being happy, and doing as you like; keeping you all day long in subjection to another, and in a word, doing nothing which you desire; so that you have no good, as would appear, out of their great possessions, which are under the control of anybody, rather than of you and have no use of your own fair person, which is tended and taken care of by another; while you, Lysis, are master of nobody, and can do nothing?

Why, he said, Socrates, the reason is that I am not of age.

I doubt whether that is the real reason, I said, for I should imagine that your father, Democrates, and your mother, do permit you to do many things already, and do not wait until you are of age: for example, if they want anything read or written, you, I presume, would be the first person in the house who is summoned by them.

Very true.

And you would be allowed to write or read the letters in any order which you please, or to take up the lyre and tune the notes, and play with the fingers, or strike with the plectrum, exactly as you please, and neither father nor mother would interfere with you.

That is true, he said.

Then what can be the reason, Lysis, I said,

why they allow you to do the one, and not the other?

I suppose, he said, because I understand the one and not the other.

Yes, my dear youth, I said, the reason is not any deficiency of years, but a deficiency of knowledge; and whenever your father thinks that you are wiser than he is, he will instantly commit himself and his possessions to you.

I think so.

Aye, I said, and about your neighbour, too, does not the same rule hold as about your father? If he is satisfied that you know more of housekeeping than he does, will he continue to administer his affairs himself, or will he commit them to you?

I think that he will commit them to me.

Will not the Athenian people, too, entrust their affairs to you when they see that you have wisdom enough to manage them?

Yes.

And oh! let me put another case, I said: There is the great king, and he has an eldest son, who is the Prince of Asia; suppose that you and I go to him and establish to his satisfaction that we are better cooks than his son, will he not entrust to us the prerogative of making soup, and putting in anything that we like while the pot is boiling, rather than to the Prince of Asia, who is his son?

To us clearly.

And we shall be allowed to throw in salt by handfuls, whereas the son will not be allowed to put in as much as he can take up between his fingers?

Of course.

Or suppose again that the son has bad eyes, will he allow him, or will he not allow him, to touch his own eyes if he thinks he has no knowledge of medicine?

He will not allow him.

Whereas if he supposes us to have knowledge of medicine, he will allow us to do what we like with him—even to open the eyes wide and sprinkle ashes upon them, because he supposes that we know what is best?

That is true.

And everything in which we appear to him to be wiser than himself or his son, he will commit to us?

That is very true, Socrates, he replied.

Then now, my dear Lysis, I said, you perceive that in things which we know, everyone will trust us,—Hellenes and barbarians, men and women,—and we may do as we please about them, and no one will interfere with us; we shall be free, and masters of others; and these things will be really ours, for we shall be benefited by them. But the things of which we have no understanding, no one will trust us to do as seems good to us—they

will hinder us as far as they can; and not only strangers, but father and mother, and the friend if there be one, who is dearer still will also hinder us; and we shall be subject to others; and these things will not be ours, for we shall not be benefited by them. Do you agree?

He assented.

You see the wisdom of Plato's decision. The boy can act for himself in what he understands, that is, he can control himself in games, reading and the like, but he must submit to the control of others in matters which he has not yet mastered.

This is, I think, the line which we must follow in adapting our rules of discipline to the child who is growing to boyhood and girlhood, and thence to manhood and womanhood, and this is why we all remain to some extent under external control, even for the whole of our lives, because we are not omniscient. We exercise self-control where we know, we submit to external control where we are ignorant.

As moral discipline in its early stages rests on us elders, either parents or teachers, I have tried to put together what might be called a few "aids to discipline," though I feel deeply conscious of their inadequacy.

We must give the child *plenty of occupation*, for we know quite well that naughtiness is often only misapplied energy. The suggestion of a fresh occupation is often all that is necessary to avert an outburst of temper. In a word let us use *don't* as little as possible, and use *do* when we can. And, that the occupation may appear to the child worthy of his energy, let it be as useful as possible. Those of you, who have read Madame Montessori's book, will have noticed that this principle underlies her system which is so admirable from many points of view. The children learn to dress themselves, to lay the table, and to clear the room, and there can be no doubt that, if children feel they are useful, they are nearly always good. But it needs far more patience and self-denial on the part of the grown-up to give the children this type of occupation than to do the thing oneself.

We, who have to do with children, must *keep ourselves in very good health*, body and soul. True, it is that in some spheres of life, duty may imperatively call for a deliberate sacrifice of strength, perhaps even of life. But we, who are parents or teachers, who have to respond to the untiring claims of the child's mind, or to the questions troubling the growing boy or girl, are bound to keep ourselves as fresh and vigorous as we can, for only in this way can we ensure the cheerful and calm spirit, the impression of strength, the readiness to sympathy, and the absence of irritability, which help to create an atmosphere of gentle but firm discipline in the home and the school. Perhaps we do not always reckon sufficiently on the strong influence of that intangible thing—*atmosphere*,—but it is a very real thing and it deserves our consideration, as it almost entirely depends on the elders in the household and on the staff in a school. May I just suggest some of the qualities which go to make the most helpful and healthful atmosphere in which a child can grow up? Trust, confidence, absolute justice and fairness, good temper, encouragement, readiness to forgive, an even standard of discipline, and a complete absence of carping criticism. I mention the last point particularly, because it is not always realized that, though parents may loyally abstain from criticism in the presence of their children, if there is a tendency when the children are not present, to look for the mistakes and to seek the bad instead of the good, this tendency not only affects the atmosphere of the home and subverts true loyalty, but it also must enter into the relations between home and school. I do not mean for a moment that there should be unintelligent admiration of all that is being done, and no doubt from time to time exact criticism is of the very greatest help, but it is when the spirit of criticism is uppermost, when grumbling grows unconsciously into a habit, that the harm is being done. I think hardly anything can make up to the child

for the absence of a true feeling of loyalty, whether it be on the side of the teacher or of the parent, and it is on account of its supreme importance that I have laid special stress upon it.

Closely connected with this atmosphere of loyalty, is that of service which is so fully developed in some homes and in some children, and so very little in others, I mean the atmosphere in which the first thought is naturally: how much can I give, and not how much can I get? This desire "to get" instead of "to give" has been growing with terrifying rapidity lately and threatens to poison all social relations. It behooves us to do our best to sow the seed of "giving" in the new generation, for only so is there a chance of solving the great social problems before us.

Another quality that helps to create the right atmosphere is that of optimism which springs from faith. We cannot hope too much of children, even if at times we run the risk of being disappointed, and indeed, in general, children respond to confidence and appear to do almost better than their best. It often seems to me wonderful how easy is the discipline of large numbers of young people, where it is taken for granted that they will be good.

Then again a child should grow up in surroundings, where, as a matter of course, self-indulgence is at a discount, and where duty comes before pleasure. Self-indulgence comes in very insidious forms, not infrequently under the guise of love of children, but the parent who says: "I could not bear to say no" in the matter of a pleasure, is assuredly indulging himself as well as his child, and is building up for the latter a great obstacle in the way of perfect self-control. I am afraid in the case of girls it is rather often the father who is over-lenient, but if he is, he is *self-indulgent*. We must sometimes be hard in the present, in order to be less cruel in the future.

Decision, but not tyrannical decision, should also color the atmosphere of external discipline, at home and at school. We must think

before we give our "yes" or our "no," and, having giving it, it must be quite clear that we demand *prompt* obedience, and that we give way to no whining or pleading (not even as regards the hour of bed-time). We must only alter our decision, if we discover that it was a wrong one. Children are quick to find out whether they can change a decision. Only a little while ago I heard of a little child of four, who had a grandmother with a sense of discipline and a mother without it, and having been told not to touch something, asked quite ingenuously: "Is it Mummy's no or Granny's no?" Such a condition of things is truly perplexing to a child's moral perspective, and equally perplexing is the home or school life where leniency alternates with severity, or where a lenient childhood is suddenly expected to blossom forth into a severely controlled boyhood or girlhood.

We have to be very careful, too, about our sense of proportion with regard to children's faults. Ill-temper, forgetfulness, disobedience, wilfulness, are not in the same category as meanness, lying, deceitfulness, or cruelty, and it is in this sense of proportion that the educated mother is undoubtedly at an advantage, if she uses her reason. The poor woman, who is heard to threaten her child with the same dire punishment, whether he falls down and cries, or whether he steals or tells a lie, is not intentionally more cruel than the better educated woman, but she is less intelligent. Closely allied to this last point, namely the sense of proportion with regard to faults, is the much debated and very difficult one of punishment. Punishment has both an educational and moral value. Grown-up men and women, with a conscience, know that they cannot err without suffering for their fault in some way or other, and children should learn this fact of the consequences of ill-doing very early. Of course, punishment must vary according to the temperament of the child. Corporal punishment should

be very rare and should generally be reserved for cruelty or bullying. As a rule, deprivation of some pleasure or privilege is the form which appeals most to the child's sense of justice, and whenever it is possible, the punishment should fit the fault. Again St. Paul gives us a principle on which to act—"If a man will not work, neither let him eat." I would hardly advocate that this should be taken literally, but as a principle. Hence the advisability of corporal punishment in the case of intentional cruelty.

And more than all, to help the child most effectively in his effort after self-control, there must be the atmosphere of religion in the home and in the school, imperceptibly pervading all. Not that there need be much talk of religion; reserve in religious matters is generally a very healthy sign, but the child, and still more the boy and girl, should feel that those in authority have a personal religion, which lies behind all their thoughts and actions. Canon Ottley says that there are two great forces which may be brought to bear upon the will in

the exercise of self-control:—the power of religion which proclaims the love of God and must needs kindle in us all the feeling of gratitude and zeal, and the power of imagination which comes with self-development and the exercise of the mental powers and which can summon up for us true visions of noble ideals.

Finally, we must always remember that, in order to make our influence a living one, we must never be at a standstill ourselves; we must go on developing and strengthening our own individuality and our own power of self-control, so that we may learn more and more to lead the "life of service which is perfect freedom," and so hand on the torch to guide those who should also tread the path which leads to this life.

It is only by perfect co-operation with one another and by loyal confidence in one another that the home and the school can even attempt to clear away some of the obstacles which check the growth of individuality and self-control in the child and in the boy and girl.

## When Some Fellow's Daddy Kills Some Fellow's Dad

*T. M. Bray, in "Boys' Life," the Boy Scouts' Magazine.*

When we get to fighting, our fathers step in  
And say it is wrong, a shame and a sin,  
With—"Why in the world did you ever begin,  
Scratching and biting?"

A black eye at your age; why, goodness me,  
Your face is so battered you hardly can see—  
What kind of a man will you grow up to be—  
Constantly fighting!"

But some fellow's daddy kills some fellow's  
dad,

The finest old daddy a boy ever had,  
And half of the world is shouting like mad,  
When men disagree.

And now they are fighting by millions they  
say,

Thousands of daddies are killed every day,  
With no one to stop them or pull them away—  
And no referee.

We know very little of war and its schemes,  
We can't understand what all of it means,  
But when war takes our daddies it certainly  
seems

That fighting should cease.

It strikes us as foolish that men think they  
must

Keep shooting and stabbing. Oh, why can't  
they just

Shake hands and have peace?

*T. M. Bray, in "Boys' Life," the Boy Scouts'  
Magazine.*



## County Branches National Congress of Mothers and Parent-Teacher Associations\*

By MRS. CHAS. HORD

*President Thurston County P.-T. A.*

Where there are five or more Parent-Teacher Circles in a county there should be a county organization. A county organization is a connecting link between the individual circle and the state organization. It is an effective medium through which the State Association may prove most helpful to the individual circle. Then, too, the county organization is of itself a source of strength and inspiration to the carrying on of the work and assists its extension.

Early in the year the county officers and presidents, and possibly chairmen of the program committees, of the various circles should get together and talk over plans of work, and make out a program for the year, have them printed and ready to give out at the first meetings of the circles.

There should be one or two county meetings held each year at some central point easiest of access to the greatest number of circles. The programs for these meetings should include a social hour, giving the members an opportunity to get acquainted with each other. In the informal atmosphere of sociability enthusiasm and interest will grow.

A county convention should be an event looked forward to and planned for by the circles. Reports should be carefully prepared, everything that has been done that counted for something in one circle, will be of interest and may be a help to another. The president of a circle should feel that it is just as much her duty to have her circle reported at the meeting as it is to have the secretary's report at her local meetings.

\* From Washington State Year Book.

The following standing committees are suggested: Press, Membership, and Loan Paper. The press committee should glean items of special interest from the reports given at the county meetings and of the meetings themselves to send on to the chairman of the State press committee, and also write them up for the local papers.

The membership committee should be in communication with the chairmen of the membership committee of the various circles, assisting by suggesting various schemes for enlisting members, etc., and to gather in methods used to pass on to others, giving a full report at county meetings and to the state chairman of membership.

Each circle should contribute at least one paper a year to the loan paper committee, and whenever some little plan or scheme has been tried and found particularly helpful it should be written up and sent to this committee for distribution. We must ever remember we are in the work for mutual helpfulness.

The list of papers on hand should be reported at the county conventions.

The county is just a little larger community than the district. To have fathers and mothers all over the county coming together to discuss problems of common interest—the home, the school, and the child—means better homes, more efficient schools, and children stronger physically, morally and mentally, thus making a better county. Not many years hence we will be able to trace its influence upon the industrial, social and political life of the state.

## Results of Medical Attention in the Schools

By A TEACHER

In a first grade of a public school in a room of forty-five pupils, was a boy seven years of age. He had been coming to school six months, yet had accomplished nothing. He never had shown to the teacher any attempt to do work on his slate, as others near him had daily performed, nor opened his lips to make the sounds that were preliminary to learning to read.

He had shown no desire to write on the board, as children love to do, and not once did he appear to enjoy the happy little songs that are fascinating to young school children. Twice had he clapped his hands in a motion-song; each time he was a few seconds later than the class that was militarily trained.

This boy's eyes were dull and watery, face pale and nearly always dirty, though the mother made great effort to start him clean from home. His general appearance was that of an untidy child.

He was lax in standing or sitting, and his personality was so weak that he destroyed harmony wherever he was found.

### SLOW IN RECOGNIZING ACTION

Although this child did not work as other pupils, he would spend half hours, if permitted, in tying knots in his shoe string, rubbing his fingers over the smooth, cooling surface of his slate, staring at the leaves blown about by the wind in the trees, or sucking the end of his pencil, which act, he had been diligently taught to be an offensive one as well as rude and unhygienic, and that too, in terms that any normal child could easily understand.

### FREQUENT REQUESTS TO GO TO THE TOILET

His frequent requests to go to the toilet were the first real evidences that convinced the teacher that the child

was not in a healthy condition. Frequently, he could not realize the necessity of making a request so as to have time enough to reach the toilet, and the result to himself and his clothing as well as to the atmosphere of his pupil-neighbors was far from pleasant.

### MEDICAL EXAMINATION

The teacher had this boy examined by the school physician. She said, "Please tell me the reason this child can not do six-year-old pupils' work." The physician curtly answered, "adenoids."

As the parents of this child were unable to afford the sum demanded for the operation of removing adenoids, the case continued in its seriousness.

### IMMORAL CONDUCT RESULT OF ADENOIDIS

One day this boy, who was accustomed to playing with his body, became so vicious in his thoughts and actions that his face was livid, his body shook as a leaf in a storm and his head was bent, though lifted at times for a few seconds, apparently to secure a free breath, and then the same position resumed.

The teacher was paralyzed with fear for the moment, then, becoming aware of the fact that little boys and girls were near this child, led her to quickly and quietly approach the boy and, placing her skirt about him, said in a low tone, "Come with me, dear, and we'll have a story."

He went willingly into the big hall and sat down on the steps by his teacher.

The boy's heart was beating in an extraordinary manner, his lips were trembling, but as the story progressed in a hushed voice, the boy looked up into the teacher's eyes, as a dumb animal looks for mercy.

The story told of the love of the Heavenly Father, how he loves each

little boy and girl, and that our bodies are the safe houses for the love of God; the child gradually grew quieter, rested and then the tears began to flow as of a child just learning of the Divine Love.

#### AN OPERATION FOLLOWS

This episode convinced the teacher it was her duty to see that this boy received help. She could not permit him to lose all that a child is entitled to receive by Divine Right.

To complicate matters, the father of this lad had become a victim of locomotor ataxia three years before this child was born, and so had transmitted this weakness in another form upon the boy.

The teacher took the child to the hospital, when a specialist removed the adenoids and part of the tonsils. He remained in the hospital one week, and after being detained in the home for six days, the boy returned to school, and since that time fifteen months have elapsed and never has any inclination toward immoral conduct been observed.

The boy has arduously labored to accomplish the routine work of the school. He has learned to arrange his written work on his slate, neatly and well. He plays with number and animal block as a normal child, and his person and dress are very clean and neat. He responds to the songs and motion work. He never asks permission to visit the toilet as the visit of all pupils under supervision of the teacher, and the regular recess period are sufficient for his needs.

#### WHY PUPILS ARE DULL

There are innumerable children who are voted dull, naughty, willful or immoral, who, if their cases were examined by a physician could be treated in such a manner as to give relief from any disease, and so insure an education as well as health to the child.

#### ADENOIDS TILL SEVENTEEN

A young man, an acquaintance of the writer, seventeen years of age,

was one year behind the schoolmates with whom he started to school. Why a year behind? Because no physician had ever told him he had a case of adenoids! Yet subsequent to an operation, he caught up to his schoolmates, passed them and is now in college, carrying with him excellent records in every branch.

#### POOR EYESIGHT CAUSES DULLNESS

Three other cases of six-year-old pupils, two girls and a boy, who were obedient in school but who kept falling below grade continually, may here be cited.

After being examined by a medical inspector, these children were each treated by different oculists, and it would do any one a world of good to watch, their happy little faces as they intelligently work, because now they see what is to be done.

#### A TWELVE-YEAR-OLD GIRL SUFFERS PARTIAL BLINDNESS

A girl, twelve years old, who had shown excellent work up to her eleventh birthday, began to have reports that continually dropped in averages. The attention at home was listless while her manner, in the school, was that of an irritable child.

A specialist told the parents, upon an examination of the child, that adenoids were causing deafness and poor eyesight by the hour and an operation was imperative.

Two years have passed since this occurrence and the girl is in the high school, always near the head of the class, and is becoming an enviable piano player.

#### THE IMPORTANCE OF CONSTANT WATCHING

The cases cited above should place every mother on guard, for her child's future depends solely upon that child's health.

If parents will solicit the interest of teachers in assisting in watching the young children while they are at work, the greatest evil will be overcome.

## Famous Author Draws Vivid Picture of War

*Cyrus Townsend Brady makes it clear to boys what every battle means. Wrote it for the Boy Scouts.*

"'Playing soldier' is still a favorite game. 'Being soldier' is not quite so amusing," says Cyrus Townsend Brady, the famous author, in an article on "What War Is—Just One Battle" in the war number of *BOYS' LIFE*, the Boy Scouts' official magazine. It was Dr. Brady's desire, to help the boys of America to understand the true nature of war and its consequences. His graphic pen has given a picture startlingly vivid—one that adults will read with as much interest as boys.

In the course of his illuminating story Dr. Brady says:

War affects first the land or country in which it is carried on; second, the non-combatants who reside there, the women and children; third, the soldiers themselves. Let us consider for a moment a country over which contending armies have already marched or fought and where they are to fight again. It will be a devastated land, cities will be burned, towns depopulated, villages razed, forests cut down, crops destroyed, industries wrecked.

### BRINGING IT HOME TO HIM

Every boy lives in a house; let him think of the results of the explosion of a shell in the center of it. The dwellers are either in flight, or if at home, killed; the explosion has torn the house to pieces, all the furniture and household belongings, the hallowed family treasures that have not been shattered have been destroyed by the resulting fire. If the house has a garden it has been uprooted; the dog is dead, shot or stabbed; the whole place is ruined. If there is a farm attached, the standing crops have been destroyed by being trampled under foot. The trees under which he played have been cut down to make palisades, or to delay movements, or to destroy cover; the limpid brook

has become a muddy morass where men and horses have passed. Broken wagons, smashed implements, shattered cars, abandoned cannon abound on all sides. The once smiling land is a desert. And there is death everywhere—dead cattle, dead horses, dead soldiers, dead women, dead children.

### HOW THE INNOCENT SUFFER

Before the battle, highways are crowded with people; old men and women, mothers carrying little babies, children clinging to grandsires' hands, all fleeing from the army of the enemy. No bands play, there are no brilliant uniforms to be seen, there is nothing to eat, no water to drink, the roads are thick with dust. It is summer and fearfully hot, yet there are clouds in the sky—clouds of smoke from burning buildings, houses, factories, towns.

Shells aimed across the valley at the defenders fall short and explode among the fugitives. They make great gaps in the flying crowds, but they close up and press on; they must get out of the valley away from the line of fire of the contending armies at any cost. The dead are thrust aside, the wounded are left to suffer, the weak fall by the way. Children are born by the wayside; their wailing mingles with the groaning and clamor while the great mass struggles painfully on.

These are all innocent people. They have done nothing to provoke this. They can do no fighting. They are leaving behind them all that they have gained in a lifetime of toil, and going they know not where, to what sadder fate they cannot tell.

And who are driving them from homes, who are killing them on the way, not wilfully perhaps, but unavoidably? The soldiers! Truly a pleasant trade. It is the business of the soldier to kill and destroy; that really is his only business, that is what all his training is for; just that and nothing else. Dress-parading is a side issue.



## FIGURES YOU CAN COMPREHEND

How can I make the boys of America realize the number lost in this comparatively insignificant engagement in modern warfare which hardly has a name? The other day I saw the New York Giants, and Boston Braves play ball at the Polo Grounds in New York. The lower grandstand was filled with 20,000 people. That many, and it may be half again as many, men are lying on that field dead or helplessly wounded. Most of my Boy Scout readers go to church. It is a large congregation that numbers 500. Every regiment has lost that many persons killed and wounded on an average. I am talking of the seriously wounded now. There are always hundreds and even thousands who are cut, bruised, grazed, scratched, sprained, wrenched and otherwise hurt who are not counted. When a boy gets hurt in work or play he knows how helpful is the sympathy and aid of his fellow Scouts, how sweet the care of his mother. Nobody is helping the wounded between the lines. The valley is still swept with fire. It is impossible to go there.

The wounded envy the dead. The groans or shrieks or appeals of the wounded are heard above the awful din—and, most horrible of sounds, the screams of wounded horses, poor, unwitting victims of the savagery of man.

Back home mothers, wives, sisters, sons and daughters, in heart-breaking tension wait for news from the field. Suppose your father or brother were there!

## WHAT GRANT PRAYED FOR

"What," asked a woman of the Duke of Wellington, "is more terrible than a great defeat?"

"Nothing, madam," replied the great soldier thoughtfully, "unless it be a great victory!"

The man who knew most about war in America lies buried on the banks of the Hudson. His tomb bears the wish that was nearest to his heart, "*Let us have peace.*" Why did General Grant, great soldier that he was, make that prayer? Because he knew what war is—what every battle means.

## Trustfulness of Children

JEAN PAUL RICHTER

Nature has, as if figuratively, richly prepared children for reception, the bones of the ear are the only ones which are as large in the child as in the grown-up man. Holily preserve child-like trust, without which there can be no education. Never forget that the little child looks up to you as to a lofty genius, an apostle full of revelations, whom he trusts altogether more absolutely than his equals, and that the lie of an apostle destroys a whole moral world. Wherefore never bury your infallibility by useless proofs, nor by confessions of error; the admission of your ignorance is better. Do not in the least degree support religion and morality by

reasons; even the multitude of pillars darken and contract churches. Let the Holy in yourself be directed to the Holy in the child. Faith, like the innate morality, the patent of the nobility brought with it from heaven, opens the little heart to the great old heart. To injure this faith is to resemble Calvin, who banished music out of the churches, for faith is the echo of the heavenly music of the spheres.

When in your last hour—think well of it—all in the broken spirit fades and dies, poems, thoughts, strivings, rejoicings; even then the night-flower of faith still blooms on and refreshes with its perfume in the last darkness.

## A New Ideal

Leigh Mitchell Hodges, calling himself an optimist, sets forth in the Philadelphia *North American* a new ideal for our young men. Is it impossible?

"Wouldn't it be wonderful to meet a bright, strong, capable young man who would say to you:

"I don't want to be a success in the way men commonly accept the word.

"I don't want to be popular because of my capacity for conviviality or my willingness to spend money freely.

"I don't want to make much money, because I have noticed that when a man goes in to make money, the money he makes often unmakes him.

"I don't want to be well known for what I own or prominent because of my bank account. It will not matter to me whether waiters and porters know who I am, but it will matter to me whether the children in my neighborhood smile and are friendly when I meet them.

"I don't want to become so engrossed in matters of so-called 'business' as to have no time to walk along country roads and through wooded stretches; to learn the calls of the birds common to my part of the country; to feel the inspiring thrill of a June sunrise and the ennobling pathos of a sunset in winter.

"I don't want to be a success in the sight of men and a failure within the walls of my own home.

"I may be foolish or behind the times, but I want to be able to give my best to those I love best and to those for whose progress my best will mean most.

"I want to measure my life by duties done, not dollars won.

"I want to merit the friendliness of the humbler people with whom my work brings me in contact, and I

want to be so genuine in speech and action that none of these will ever fail to respect me. I believe the regard of an honest cart-driver is better to have than the showy 'friendship' of a dishonest bank president.

"I want to train and work with men and women who believe in work as the finest thing in the world, and who do not look down upon any form of work that is helpful. I want to steer clear of men and women who do not earn their way and of all persons who are trying to find happiness in idle pleasures.

"I want to be useful to someone, for then I cannot fail utterly.

"For a 'brilliant career' I have no desire.

"I have noticed that the majority of brilliant careers are meteor-like, and the most a meteor can do is to make men gasp. I want to do what I can to keep men calm and courageous, and I have an idea that the way to begin is to train myself to be calm and courageous.

"I am not so much interested in the family I came from as in the family of which I am the possible head. The good or bad behind me is no affair of mine, but for the good or bad in front of me I am directly responsible.

"If I can help to make this world a better place for children and mothers and 'all those who are desolate and oppressed'; if I can help to put fairer laws in the statute books and more humanity in the hearts of men; if I can live a clean life morally and be a helpful husband and a kind father, I shall feel I have succeeded."

Wouldn't it be wonderful to hear something like this?

Yet many young men are attempting more difficult things.

## Making Men of Them

By THORNTON W. BURGESS

### STRIKING FACTS ABOUT THE BOY SCOUT MOVEMENT

Have you a Boy Scout Company?

1. Four years old. Now organized in every state and in nearly every city of over 4,000.

2. Trains the boys of 12 years of age and over in woodcraft, campcraft, observation, resourcefulness, personal and public service.

3. Boy Scouts have already saved 90 lives, aided scores of cities in clean-up campaigns, and have performed untold individual "Good Turns."

4. Boy Scouts rendered invaluable service during inauguration week in Washington, at the Gettysburg reunion, the Ohio floods, and the Salem fire.

5. Boy Scouts reported or put out 400 forest fires in Michigan last year, did splendid service as Game and Fish Wardens in New Jersey, and effectively assisted the Massachusetts Forestry Commission in a tree census.

6. One thousand Boy Scouts are straining every effort to save Cleveland shade trees from the tussock moth scourge; in a number of other cities they are taking care of the parks

and playgrounds, and in the south they are fighting the hookworm disease.

7. The Boy Scout movement is enthusiastically advocated and its generous support urged by Hon. Woodrow Wilson, Col. Theodore Roosevelt, Hon. Wm. H. Taft, Judge Ben. B. Lindsey, Hon. Lindley M. Garrison, Dr. Chas. W. Eliot, Miss Jane Addams and scores of other prominent men and women.

8. Eight million American boys need the Boy Scout training, with its emphasis on health, character, efficiency, personal sacrifice and public duty. The only movement in the world's history appealing alike to rich or poor, catholic, jew and protestant.

9. The Bureau of Municipal Research, after a four months' study and survey of the Boy Scout movement, especially commends the efficiency with which the work of National Headquarters is conducted.

*Will You Help us to Reach these Boys? It will be an Investment Distinctly Worth While, For the Community, the State, and the Nation.*

## The Children's Army

No tune of tooting fife,  
No beat of the rolling drum,  
And yet with the thrill of life  
The hordes of children come.  
Freckled and chubby and lean,  
Indifferent, good and bad,  
Bedraggled and dirty and clean,  
Richly and poorly clad,  
They come on toddling feet  
To the schoolhouse door ahead;  
The neighboring alley and street  
Resound to the infant tread.  
Children of those who came  
To the land of the promising West,  
Foreign of face and name,  
Are shoulder to shoulder pressed

With the youth of the native land  
In the quest for truth and light,  
As the valorous little band  
Trudges to left and right.  
Creed and color and race  
Unite from the ends of the earth,  
Blending each noble trace  
In the pride of a glorious birth.  
Race and hate and the past  
Fuse in a melting heat  
As the little hearts beat fast  
To the stir of a common beat.  
A fresher brawn and brain  
For the stock which the fates destroy  
Belong to the cosmic strain  
Of American girl and boy.  
—Elias Lieberman, in the New York Sun.

## Mothers' Pension in Oregon

By P. McINTOSH

*Probation Officer*

Conditions in Oregon are somewhat different from the East or middle States; slums are unknown; the climate is moderate all the year, and there is very little suffering on this score; wages are fairly good and nearly all the people in the suburban districts own or are paying for their homes.

The Widows' Pension Bill was presented to the Legislature by a committee of women, representing the Mothers' Congress of this State. It became effective June 3, 1913.

Some of the institutions have been relieved of the care of children, and the children turned over to the mother with the aid of the pension. As far as our Detention Home is concerned, our records show about the same number of dependents cared for, and for the following reasons: Usually children committed to our Detention Home as dependents, were committed there for some delinquent act of their father or mother, and naturally this class is not eligible for pension.

Children who were delinquents or truants who are now receiving the benefits of the pension law, no longer give trouble, as their mothers know if the children are cared for by the Court they will be deprived of the pension.

Of the 356 children receiving the benefit of the pension, only one had to be committed to the State Training School; three boys of one family gave continual trouble, until it became necessary to discontinue the pension and place them on their own resources, and under these conditions the entire family are making good.

We have lessened the number of applicants by furnishing transportation to mothers and children to send them to relatives who have promised to give them a home.

Personally, I do not think the Juvenile Court the proper place to

administer the pension. The County relief work and widows' pensions might be combined under one head, and away from the influence of the Juvenile Court. Often the investigator is taken for a probation officer in the investigation of applicants, and a wrong impression given by some of the neighbors. Then again, the mothers and children are cited before the Juvenile Court in cases where the pension is granted; and they frequently have to call on official business. At these times their children see and hear the troubles of other children, which might be spread broadcast, no matter how careful the officers are to keep the names of delinquent children from becoming public, and especially in the neighborhood in which they reside. The Juvenile Court should not get away from the fact its purpose is for the care, supervision and improvement of the condition of dependent and delinquent children, and should not be compelled to take charge of widows' pensions, but to stay strictly with its own line of work.

For the year 1914, every department in the county began operations under the budget plan, all departments making an estimate of the amount necessary to carry them for the entire year. Fifty thousand dollars was granted for the population of about 300,000 persons in the county. Fifteen thousand dollars will probably not be used.

Number of pensions granted.....	186
" " " not granted.....	261
" " " pending.....	11
" " " now being paid....	128
400 made application.	
Children receiving benefit of pension.	356

Amounts of pensions expended by months:



1913	June.....	\$1,150.00	
	July.....	1,578.00	
	August.....	2,151.50	
	September.....	2,281.50	
	October.....	2,310.50	
	November.....	2,335.00	
	December.....	2,375.00	
Total to end of 7 mos....			\$14,181.50
1914	January.....	2,332.00	
	February.....	2,249.50	
	March.....	2,387.00	
	April.....	2,552.00	
	May.....	2,653.00	
	June.....	2,555.19	
Total for next 7 mos....			\$17,190.69
Total for 14 months....			\$31,372.19

The reason for the decrease of 186 pensions granted being reduced to 128, a decrease of 58 pensions, is that many mothers are no longer dependent for the following reasons: Sent to other States to relatives; given positions through the assistance of various agencies; sufficient work brought into the home; where earnings from other members of the family and relatives are sufficient for their support; and where it is thought advisable to discontinue pension and place them on their own resources, as they failed to show any improvement.

The following number of children for whom full or partial pension is allowed, are the children of 128 mothers, as follows:

23	mothers	having	one	child	...	23
45	"	"	two	children	...	90
26	"	"	three	"	...	78
21	"	"	four	"	...	84
7	"	"	five	"	...	35
5	"	"	six	"	...	30
1	"	"	seven	"	...	7
1	"	"	nine	"	...	9
128	"	"				356 children

If possible, health permitting, we ask the applicant to make application at the Juvenile Court office, and before the investigator who will supervise her case. After the application has been filed, the Clerk of the Court writes to those that are given as reference, to ascertain if her condition is as she reports it. In the meantime the investigator calls at the applicant's home, and among the neighbors to get a true report of her condition.

After this has been completed, and the other references received, the application is read before the Case Committee for Widows' Pensions, appointed by Judge Gatens. If the case is a clear one for pension the Case Committee recommend that it be granted, and it is then presented to the Judge to be finally disposed of; the mother and child, or children, are cited before the Court and pension granted on the recommendation of the Committee. Applicants not eligible or not dependent are handled in much the same way, and the applicant notified by letter why the pension was not allowed. Other applications are recommended for further investigation by the investigator or some member of the Case Committee.

Mothers receiving pension are called on at least once a month. It depends a great deal on the mother herself. In some cases it is necessary to call once a week, and keep continually after her to have her keep the home and children in the proper condition.

Mothers must call each month for their pension, and at that time the investigator has another opportunity to have a personal talk with each and every one.

We must be absolutely positive that the children are living under sanitary conditions, that the proper food is obtained for them, and clothing, warm and dry; and that those of proper age are attending school and in good health.

We impress on every mother receiving pension, that she must not use her money for medicine, hospitals or physicians, dentists or school books; but to inform the Juvenile Court when in need of any of the above, and we will furnish free whatever is required through the coöperation of the Associated Charities; except dental work and school books, which are given by the school authorities.

Our system for administering widows' pensions for this county is being improved by making new forms of applications, investigation blanks and a better checking system.

After pension has been granted,

receipt forms, are furnished the mothers to fill out, giving their actual cost of living, with bills attached, same being returned to the Juvenile Court each month. A careful check is made of all the items to ascertain whether or not the pension is used for the children, and for the purpose it was intended. If waste is shown, and not the proper food obtained, the investigator calls to advise the mother to be more economical and what foods to order; then should no improvement be shown, the pension is paid to a friendly visitor and supervisor.

The State Industrial Accident Fund, or, otherwise known as the Workingman's Compensation Act, takes effect June this year.

At the present time we are carrying a few widows whose husbands have been killed by industrial accidents.

In the future, such widows and mothers who have children depending on them for support, who might be eligible for widows' pension, will be amply taken care of by the State Industrial Accident Fund, which will in time reduce the number of mothers who might have received pension.

For the small amount of money it costs the tax payers of this County to maintain the widows' pension, and from my own observation, knowing the good it has done for the unfortunate children who have been deprived of a father's aid, financial and otherwise, I trust that those responsible for its successful passage at the last Legislature, will again go to the front to have a few of its defects strengthened, for I believe the widows' pension or mother's aid, as it should be called, has come to stay.

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## The Golden Heart

By FELIX J. KOCH

Possibly Gail Elizabeth *was* to blame, but who can blame a little girl who has just received the dearest little golden heart, hung from a bar-pin by tiny gold chains? It had been a birthday gift from a visitor from abroad and was really more valuable than gifts of such sort for little girls usually are.

Gail Elizabeth's father was employed by one of the largest concerns in the city. The head of a similar concern abroad had come through the city on a visit, and while Mr. Brotherton's employer had entertained him at his home, he had turned him over to Gail's father to be shown the city. Together the two walked the famous French-Market, took an eleven o'clock breakfast at quaint old "Begue's," where they ate snails, and omelette, filled with parsley, and pancakes rolled about cottage cheese, and the like.

On their way back they happened to meet Mrs. Brotherton and Gail, just

embarking on a pleasure-boat for Lake Pontchartrain. Of course the guide introduced his wife and child, and Gail, with a child's freedom from conventions, proceeded to tell how that ride on the Lake was one of the ways of celebrating her birthday each year. This event did not really occur until Monday, but mother had taken her here today because she had another engagement that afternoon.

Herr Kunwald had left that evening at eight. Mr. Brotherton had taken him to the hotel at five, he begging, then, to be excused for private business and thanking his guide most heartily for the kindness shown.

Monday morning the postman had brought a registered package, addressed, in a strange foreign hand, to "Gail Elizabeth Brotherton," and when mother had signed for it and the two, wondering and eager, had opened it, there lay exposed to view the most beautiful golden heart, set with a rim of pearls, either had ever seen.

Even mother, usually so passive, could not restrain an:—"Oh Gail Elizabeth, isn't that a beauty!" and they put it on, examined it, admired it, again and again.

Gail Elizabeth had been made to appreciate its great value; how it must be worn on great occasions alone, and she was made to understand what Mr. Kunwald meant, in his letter to her father, when he said that: "I can readily see that the suggestion you gave me as to handling those goods while in stock will save me much money each month. May I beg of your little daughter to accept trinket,—going forth by other cover—as a slight token of appreciation?" and so on.

They had had the heart three days, when mother received word that her sister was coming down from New Shiloh, with her little boy, a child about as old as Gail.

Robert was a typical boy, indeed, ready for any sort of prank, generous, merry, but a little too rough, in his boyish ways, for a little girl like Gail to appreciate. Still, the woman in Gail made her want to imitate the grown-ups and "dress" for company.

"Mother," she pleaded, "I haven't seen Robert in so long and I won't see him in so long again. Can't I just wear my golden heart 'til he sees it?" "No, Gail Elizabeth! One mustn't wear fine jewelry that way."

Mother was slipping on a simpler breast-pin to go meet her sister. "But, mother, you're wearing yours!"

"Yes, but this is a very cheap one compared to yours, Gail Elizabeth. Each of those little diamonds at the center of your heart is worth more than all my pin."

The child's eyes were blurring.

"Tell you what," mother said, "of course we must show it to Aunt Mame," and so we'll put it here on the pin-cushion and you can show it to Robert as soon as he comes. Then we'll show it to Auntie, and then we'll stow it away in mother's own jewel-box in the chimney."

The little girl said nothing.

She went on with her dressing. She

was to wear the Dutch costume mother had made for her when she took part in the "Wooden Shoe Brigade," a cantata they had had at school. The little wooden shoes went tippedy-tap, the swish of the brown gingham, the gentle rustle of the white apron, followed and, by and by the voice of the little girl, in Katinka Teuerkauf, assured mother that she was wholly happy.

When mother left for the train, Gail was standing before the mirror, putting a lace cover over her hair Dutch fashion. Hardly had the door slammed, though, before Gail Elizabeth had golden heart and hand-mirror in hand.

Seating herself on the new Egyptian rug which grandmother had sent her for her room, on occasion of the same birthday, she fell to trying the heart-pin on again; admiring herself each time in the mirror. Now here, now there, she stuck it, and each time the new place pleased her best.

Then her eye went to the rug again. She noticed that the Egyptian girls sitting in their severally acute positions, also wore jewelry. She wondered what kind of stones those small red things in the bow in her hair might be. She wondered what those things were that hung from the chain on the breast of the priest in the tableau. She wondered what those men were digging out with their picks, and she thought perhaps they were diamonds. In the design a little girl was looking on and she wondered whether she, too, would receive a golden heart set with diamonds.

By and by she heard the rattle of wheels, the expressman directing some one about a trunk, and, almost at the same moment (for they had walked quite as fast as the old horse could come with his load), mother and auntie were on the step.

"Gail, Gail! Here's Auntie," mother was calling.

Of course Gail must run to meet her aunt and the pin was thrown hurriedly onto the salver of the bureau.

Of course mother and auntie had a

world of news to pour out to one another, for long-distance telephone, with its toll-rates, rather limits conversation. Gail had tried to interest Robert in her dress and in an account of her party, but Robert wanted to be off and see how the next neighbor's bull-dog was getting on. Gail stayed behind, however, until auntie had seen and admired sufficiently the golden heart.

The little girl's eyes went from the new rug to the bureau, then back to the rug, then to mother.

Gail Elizabeth had been schooled not to show off, and not for worlds would she have suggested the heart, of her own part. By and by, though, mother understood.

"Mame," she said, "you know I wrote you that the firm had chosen Billie to show that foreigner about. It seems he was taken with something Will told him about conducting their business and he sent Gail the most beautiful little golden heart, with pearls and diamonds, I ever saw. Gail, get your heart and show it to Auntie!"

Gail tripped to the bureau for the heart.

It was gone!

She looked about a moment, here and there, over the dresser-top. No heart was there.

"Did you put it away, Mother?" she asked, wondering. Perhaps mother had taken it up in the few moments since her return.

"Why no, I left it on the dresser, knowing no one would get in while you were here, and it must be there."

Mother searched, then, realizing that the heart was gone, auntie hunted. The little cousin was impelled in the search. The more they hunted, the more convinced they became that the heart was gone.

Mother brought from Gail Elizabeth the confession how she had tried it on, but only while seated on the rug, and how she *knew* that she had put it back. Gail had never fibbed, and her grief was too deep, now, to suppose her guilty of such conduct. She had heard them coming, heard the call to

come meet auntie, had put the heart on the bureau and run down.

Perhaps it had fallen, caught in her dress, and was on the step. May be it was in the garden.

No, Auntie had reached mid-stair when Gail met her.

Possibly she had put it in a drawer—Mother looked, anyhow. Auntie's visit turned to a search-party, with Robert in the lead. He looked into most impossible places, but no trace of it.

By and by, mother, half sick, auntie, tired out, and Robert, disgusted that a boy scout fail in his search, stopped to rest and think anew. Gail had rehearsed every movement with the heart, over and over.

They proved it was in the room when *they came*, so no thief could have taken it.

Aunt Mame took Robert aside and catechized him, had he hidden it? First by threats, then by promises of immunity, even a gift if he told. But no, he wouldn't tease *a girl* till she cried, for Gail was crying now. He was a boy scout, wasn't he?

The two ladies went into the kitchen to start lunch and think it over. Robert began a hunt anew in the lower, hall, thinking the pin might have fallen from Gail's dress, down the step to the carpet.

Gail sat on her precious new rug to think, and console herself if she could.

By and by, to her amazement, a strange-looking creature appeared on the rug. It was a girl, covered with a veil of the same tan shade as the rug. The veil split, suddenly, and, seated before her, was an Egyptian girl, the very image of those bearing flowers to their king, in the pattern.

The girl was perhaps sixteen years of age. She was pretty, but of a different type from what Gail had been accustomed to. Her hair was flowing to the rear, then suddenly they were cut short. A heavy circlet was on her head, and broad, brassy bands were on her arms, both above and below the elbow. Her dress was a flowing one of white, and down it, from the belt, there ran long, thin



chains of gold, just like those on the pin. Each of these chains, though, festooned and serpentine and intertwined, and then, at last, ended in a *golden heart*, just like hers. Each of these golden hearts were set with pearls and each bore two diamonds.

The little stranger stopped short and looked at Gail Elizabeth.

"How'dy, little American girl!" she said.

"How do you do?" Gail answered, most politely.

"I'm the little carpet-girl. See, that's my picture there on the corner of the rug."

Gail recognized it.

"Why do you step on me? Don't you know, every time you step on my picture it hurts me, away off in the 'really, really world'? How would you like to have some one tripping all over your picture, or your mother's, or your father's?"

"I never thought of that!" Gail answered. "I won't do it any more."

"All right. That's what I came for, to try and get your promise," and the little stranger rose. It seemed to Gail Elizabeth as if the floor rose and then sank with her.

"Won't you stay, just a little?" Gail continued. "I'm in trouble. I lost my golden heart."

The Egyptian girl looked at her own hearts.

"Was it like these?" she asked.

"Yes. You see, it was very precious."

"Tell me all about it," and the caller rose, stepped to the window and waved to Gail Elizabeth to seat herself on the broad sill, while she told her story.

Gail went on to tell what she could of the gift, the loss, the fruitless hunt.

"Possibly I can help you find it," the maid of the carpet said. "There's a peculiar charm to a golden heart. Be it where it will, in cottage or palace, people will find it and treasure it. It cannot be kept hidden away forever, nor even for a long time. See, I will try one of the old, old charms we used in Egypt."

The strange girl got up and stood

in the center of the carpet. She closed her eyes, extended both arms, let the hands droop at the end. Then she rose upon tip-toe.

"Now, I'll count seven slowly," she said, "and when I say 'seven' catch my right hand and spin me 'round. I'll go 'round and 'round until I myself won't know which way I'm facing. By and by I'll stop of my own accord, and my hands will fall to some position, like in playing 'Statue.' Then I'll point,—and when I open my eyes, we'll look in that place. There your heart ought to be!"

Gail Elizabeth promised to follow instructions, gladly.

The girls stepped up, she extended her arms, closed her eyes and counted. Then Gail seized the one hand and spun the little caller about 'til she whizzed like a top. Gail, just from watching her, was growing dizzy.

Suddenly the girl stopped and pointed. She seemed to tumble and her fingers rested still at a little spot on the base-board.

"Oh wait, wait!" Gail called. "I'll hold you!"

But too late, the little Egyptian rolled. . . .

"Why, Gail, come, wake up!" Aunt Mame was saying.

"Robert tried to wake you by moving the rug around, but you're so sound asleep we can't budge you. Come, get up, we want to raise the rug and look under it for the heart."

"It's there, Auntie, there! The little Egyptian showed me." Gail pointed to a well remembered vein spot in the wood.

"There? Where?"

Mother, in the hall, heard the news and came running in to see.

"Where? Where's the heart, Gail Elizabeth?"

Gail, not fully out of her dream, crawled to the baseboard. She put her finger on the spot, and, to the surprise of all, the board moved back.

The house was old and the clapping none of the soundest.

As it did so, there lay exposed a bit of chain. Auntie, mother, Robert,

Gail, had the heart and the rest of it out in a moment.

"I understand now," auntie explained to the others. "You see, Gail put the chain on the bureau—or thought she did. Then her arm swept it off or her dress caught it and threw it against the wall here. It fell, and the space between base-board and wall is quite big enough for such a trinket to fall through. We might have hunted a year and never looked there!"

"Gail, who told you?" the mother demanded.

Gail told of the little Egyptian.

"Strange! Queer coincidence surely!" Aunt Mame ventured, when she ended. "Of course it was a dream, and the new rug, with its figures, accounts for the little caller. Her motion comes from Robert spinning the rug about, when Gail was

asleep upon it. But to find the right spot. . . ."

"I guess I can account for that," said the mother. "Just the other day Gail asked me how veins came in wood and I explained both these and the spots. Then, to illustrate, I pointed out that much be-veined one!"

"Yes, but mamma, you never told me it hurts the 'really' people to step on their pictures," Gail added. "You mustn't and I mustn't either! And I won't. I love the little girl too much for that," she continued, "and I'll take care not to, just as I'll take care to keep my golden heart all my life."

"Let's hope she does, the same dear golden heart she now has," auntie answered.

But only mother and Aunt Mame understood just what she meant by the tone in her voice as she said it.

## A History of the "Hot Lunch" at Dexter, Oregon

By MRS. WM. WILLIAMS

It was in the fall of 1913. The air was cool and the wind howled about the little schoolhouse near Lost Creek.

It was the thought of the chilly atmosphere outside that set the little teacher of Dexter to thinking how nice it would be to have something hot to drink. So the thought was put into action and the necessary ingredients were brought the next day for making cocoa. This was made on the top of the heating stove in the schoolhouse. This was so well liked by the children that it was followed the next day by tomato soup. So it went on from day to day until the soup bowls and spoons brought by the children became a fixture in the schoolhouse. These were kept in a little cupboard in the hallway.

Then a new heating plant was bought for the schoolhouse and installed just before the holidays.

The cooking ceased for awhile for there was no stove to cook on. The district had decided to put up a

woodshed and this was already in the process of construction.

Miss Brereton, the teacher, while attending a teacher's meeting at Springfield, conceived the idea of having a kitchen, and prevailed upon the school board to put a partition through the center of the woodshed and one half of it was to be used for a kitchen.

Now they had the kitchen but there was no money with which to furnish it. So a basket social was given for the benefit of furnishing the kitchen with the necessary utensils. This proved successful by bringing in the sum of twenty-one dollars and fifty cents.

With this a kitchen cabinet and the kitchen utensils were bought. The boys of the school made the tables and seats and some shelves, also, a board sidewalk from the kitchen to the schoolhouse.

Each child brought a cup, plate, and knife and fork. The large serving

dishes and spoons were donated. The cook stove was loaned by one of the directors. The dish towels were furnished by the girls.

With the kitchen all equipped, this is the way the work is carried on up to the present time:

The food is furnished by the families in the district. A list is made of the children in family groups. Each family furnishes the food for the entire school, as many days as there are children, in each family. There are only thirty-one children in the school so each family furnishes but once a month.

A list is made of the girls who cook, and the day they cook. They work in groups of threes, two larger girls and one small one.

The girls that cook one day, wash the dishes and do the cleaning the following day. In this way each girl has one turn a week.

There is also a boy scout for every day. His duty is to split the wood at recess, build the fire and carry water.

The lunches are very simple consisting of good substantial food, such as soup, rice, fruit, bread and butter.

The teacher and the cooks wait upon the smaller children and help in passing the dishes from one end of the table to the other. The kitchen is inspected every night and note taken of the girls' work.

The girls are given receipes twice a week to try at home. So by the time the girl has finished school, she has a cook book of tried recipes. A brief discussion is made of the different foods and the ways in which they may be served.

We believe the kitchen for the rural school is very practical and that the hot lunches are a decided improvement in every way over the cold lunches carried in the tin pails.

Instead of the rich pastry and cake, the children are getting good, wholesome food. The hot food is much better for them than the cold food, especially in the colder weather.

Then it does not give the child a chance to be eating at recess, as many of them do.

They bring apples instead, which we know is good for them, and satisfies any hunger for the time being.

This lessens the work of the mother. She does not have to put up four and five dinners every day as many mothers have had to do.

Many of the mothers have said in regard to the lunches that they never could go back to the old system of putting up dinners again.

The children themselves get a great deal of pleasure out of eating all together as one big family.

The parents, community and children have coöperated in making this kitchen a success. We believe it to be a success and we are proud of our achievement.

There is much that can still be done, and we mean to ever strive toward new and better ways.

At present we are rather cramped for room, so we are hoping to have more room in the near future.

As the hot lunch for the rural school is as yet a very new idea in this state as well as others, we, the people of Dexter, most heartily commend it to those who may be in doubt, or are thinking of adopting it.

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## The Treasure

One hoarded up his spirit's gold,  
That interest might accrue;  
Yet day by day, his store decreased,  
Till he a pauper grew.

One gave to all who came in need,  
The bounty of his soul;  
Yet when his tithes of love were paid  
He found his treasure whole.

## **Program for Parent-Teacher Associations for February**

The Programs given from month to month require the service of three members of the association for each meeting. They develop home talent, at the same time providing papers of educational value in child-nurture. They ensure a high standard for the season's meetings, and awaken wider interest in child-welfare as the members learn of the movement throughout the world.

**FIRST TOPIC** (To be read by one member).

DISCIPLINE AND INDIVIDUALITY.

TRUSTFULNESS OF CHILDREN.

**SECOND TOPIC** (To be assigned to another member).

WHAT OTHER PARENT-TEACHER ASSOCIATIONS ARE DOING. SEE STATE NEWS.

**THIRD TOPIC** (To be assigned to third member).

CURRENT NEWS OF WORK FOR CHILD-WELFARE, gleaned from all sources, both local and international.

### **LOAN PAPERS ON CHILD NURTURE**

Send for the printed list of Loan Papers on Child Nurture and Child Welfare prepared especially for program use. The list will be sent free, provided stamp is enclosed. The papers are type-written. Twelve may be selected and kept for the season at a cost of \$2.00.

They have been written by specialists to meet the needs of parents in dealing with problems of child life at different stages of its development. Single papers will be sent for twenty-five cents and may be kept three weeks. Many new papers have been added to the list.

The Report of Third International Congress on Child-Welfare contains a wealth of material for use in Parent-Teacher Associations. The edition is limited, so that orders should be sent promptly to secure it. Price \$2.00: Send orders to National Congress of Mothers and Parent-Teacher Associations, 910 Loan and Trust Building, Washington, D. C.

### **BOOKS FOR PARENTS**

A list of 25 books suitable for use of parents will be sent to those who desire it. A Circle of 25 members can have a valuable circulating library if each member can buy just one book, or these books may often be secured from the Library.



## STATE NEWS

### FROM MOTHERS' CIRCLES AND PARENT-TEACHERS ASSOCIATIONS

#### IMPORTANT NOTICE

News items from the States must be in the hands of the editorial board by the tenth of the previous month to ensure their appearance in the next magazine. The editorial board earnestly asks the attention of every press chairman to the necessity of complying with this rule.

CHILD-WELFARE MAGAZINE asks for reports of work accomplished from every circle or association in membership. In writing to the MAGAZINE please remember that news of nation-wide interest must tell of work actually accomplished. It is the work, and not those who do it, which should be made most prominent.

If there are conditions and needs which are problems, send those in the news given. Others may have solved the problems which are troubling you.

*The magazine invites wider correspondence with local circles and associations. Send us reports of what you are doing. It will be helpful to others.*

#### Rural Parent-Teacher Associations

THE CHILD-WELFARE MAGAZINE is especially interested in making rural conditions better through improvement in schools, in surroundings of schools and towns, decorations in the schools, establishing libraries, conserving health, and improving sanitary conditions. All this may be accomplished through the work of a well-organized, active parent-teacher association. There are many which are doing valuable work and an account of what they have accomplished is an inspiration and help to those just beginning the work.

*The Child-Welfare Magazine requests all parent-teacher associations and mothers' circles which have done something of real value to send an account of it to the Magazine for publication.*

## MOTHERS' CIRCLES AND PARENT-TEACHER ASSOCIATIONS

### COLORADO

The Sixth Annual Convention of the Colorado Congress of Mothers was held in Denver, December 28, 29 and 30. The delegations from other parts of the State were not as large as usual for the Christmas holidays prevented many coming who would otherwise have been present. However, the live interest taken in all the proceedings was an evidence of the growing power of the organization. Our beloved President, Mrs. Fred Dick, was reflected as were most of the members of her cabinet.

We regard this session as an epoch in the history of the Congress because of the active coöperation of the State Teachers' Association, which was in convention at the same time in Denver.

Together, the two associations conducted a comprehensive Child-Welfare Exhibit showing all phases of social conditions existing in this district, all manner of practical work done by schools and Parent-teachers' junior circles, housing conditions, etc.; a Conference of Religious Training was also held in various churches. Rural problems were given a prominent place in the exhibit (see pages 7,

16, 18 and 20 of Mothers' Congress Bulletin sent under separate cover).

One of the especially instructive and novel features of the convention was the demonstration with constructive toys, given by Miss Edwina Fallis. Miss Fallis had made, in the sloyd of her school, a large number of scantlings with grooves, bolts and nuts. With these the children construct a house and a tower with a windmill and several other things. The little ones built these before the eager mothers, with a spontaneity and a gusto which revealed at once their individuality and a childish lack of self-consciousness. Real windows and real doors large enough to permit their going out and coming in made them feel their value in a real work-a-day world.

The girls constructed before us tiny wooden beds and bowls and stools, which were given them in parts to screw together. These illustrated practically the story of "The Three Bears."

It would not be doing the State Teachers' Convention justice if we failed to acknowledge our indebtedness in sending Dr. Richard K. Burton, of the University of Minnesota for a

delightful and instructive address upon Mother and Literature. We also enjoyed talks from several of the visiting educators. This is emphasized in order to illustrate the value of the coöperation of the teachers.

A bulletin, containing a program of the Convention of the Child-Welfare Exhibit was edited by Mrs. A. G. Fish. So successful was this publication, that the Association has decided to issue a similar number quarterly in order to disseminate knowledge of the doings of the Colorado Congress.

A compliment was paid to the Congress when the Home and Education Department of the Denver Woman's Club gave an entire afternoon's program to the study of the work of our organization.

Mrs. Dick spoke upon "Child Welfare" and the recent Convention, what the Association has accomplished and what it hopes to do in the future.

Dr. Jeanette Bolles told of the Better Babies Conferences, which are being conducted under the auspices of the Congress and by the outline given by the Woman's Home Companion. Mrs. Bolles said that "while there is a great mass of scientific knowledge in the world and sufficient facts to keep the whole world healthy, only the minutest portion reaches the public. The work of the Congress is to *socialize* scientific knowledge."

Mrs. Frank M. Wells, President of the Pueblo district, has organized 8 new Circles in her district that are reported in a thriving condition.

One of the happy incidents related at the Convention was the history of the organization of a Mexican Colony and their active interest in everything which concerns the Congress. The same kindergarten teacher who built this Circle, successfully makes trips to a neighboring community, twenty miles distant, in order to put a like enthusiasm into that Association.

The Elmwood Circle, of the Denver District, has bought out a moving-picture show in their neighborhood so that they may have clean, wholesome, educational films for their children.

### CONNECTICUT

The Connecticut Congress of Mothers is in its fifteenth year of activity and it has never been more active than the past year. Mrs. Mott was elected president for two years, at the annual meeting at Waterbury, and again elected for two years at Rocky Hill in 1913.

When appointed to the presidency there were twenty-one clubs affiliated with the Connecticut Congress of Mothers. Now

there are more than fifty—and many more throughout the state, where the President has assisted at the organization of associations not yet identified with the State organization, but which will join, for the work of the Congress is more and more appreciated. Three important measures are under consideration, viz: The appointment of a Child-Welfare Commission by the Governor, to study all conditions of childhood, in Connecticut. A Mothers' Pension law modeled after the best of those state laws. County Conferences to be held, once every year, that more people may have the help and inspiration of meeting together and discussing the problems of parents and teachers.

Two of the circles affiliated with the State have been in active service more than seventy-five years, The Maternal Association of New Britain and The Woman's League of Middletown. Many of the younger organizations are doing great good, for the upbuilding of our children—our future citizens.

One of the members of the Connecticut Board, Mrs. Elise Traut, has been honored by having her Christmas Tree Carol published in this magazine. Thus her benevolence and sweet Christmas spirit is extending beyond her own state, to reach out to many others, particularly the children of this and other lands. The women are doing much to make Connecticut one of the pioneer states in the care and protection of its children. The fifteenth annual Convention of the Connecticut Congress of Mothers will be held at West Haven, April 22 and 23, 1915, in the Congregational Church. The West Haven Mothers' Club will be the hostess, Mrs. Wilbur Warner, the entertaining President. Several members are planning to attend the National Convention at Portland, Oregon, in May. Mrs. Mott has always attributed much of her success as a leader of the Congress to her attendance, each of the four years as president of the National and International Conventions, and hopes to go to the Pacific coast in May and have with her many Connecticut members.

### DELAWARE

Great interest in the Parent-Teacher work has been awakened throughout the state. The Delaware Branch of the National Mothers' Congress and Parent-Teacher Association, under the president, Mrs. George W. Marshall has established live organizations in the towns of Dover, Lewes, Laurel, Seaford, Harrington, Milford; also in various other school communities. These are all endeavoring to meet the great need of each school center, viz: to bring the school and the parents into a close and understanding

relationship where the parent can reach and help the school and the school be a blessing to the parent, all through the common medium, the child, who is, in such a combination, always the one who receives greatest benefit.

The Association meetings, arranged with some special central thought or attraction, bring together people often of widely different ideas and aims, yet the interchange of thought always develops the underlying principle that what helps the child is the motive thought in parents' lives. Not only parents come to these meetings. In one town, at the third meeting of its Association, the need of reference books for the grammar school was brought out; immediately a bachelor friend of the community gave fifty dollars to buy them. A few meetings later he gave one hundred dollars for apparatus for experimental physics. In this town the meetings are held in the school house with the idea of making the school house a social center.

Other towns are as busily working along the lines of their greatest needs. Prominent educators are invited to address the Association meetings, using such subjects as "Medical Inspection in Schools," "Soul-life of a Community," "Domestic Science," "Mothers' Pensions," "Relation of Agriculture to Our Schools, and vice versa." This last is an important topic since the rural sections act as feeders to our high schools from which many of the pupils go back to be farmers or farmers' wives—often with a college course in agriculture—following the high school work.

The annual convention of the Delaware Branch of the National Mothers' Congress and Parent-Teacher Association was held in Milford, October 22, 1914, delegates being present from all the Associations in the State. The meetings, large and enthusiastic, were held in the New Century Club House. Mrs. George W. Marshall, president and Mother of the Delaware State Association, ably presided. Various committees were appointed, among them one to collect money and supplies for those suffering from the effects of the European War, also a chairman for the Child Hygiene State Committee.

Luncheon was served in the Club House. The afternoon session opened with prayer by Rev. H. L. Bunstein, followed by a address of welcome by Mrs. Marshall, extending the hospitality of the town to visiting delegates. After routine business and reports, addresses were given—"Domestic Science," Mrs. Eva Virden; "Education," Mrs. Elmer Benson; "Child Hygiene," Mrs. Alex. Rosa; "Good Roads," Mrs. J. R.

Cooke; "Defective Children," Miss Margaret Wilson; "Social Centers," Miss Irene Earle. Dr. Chas. Wagner, Commissioner of Education of Delaware, spoke of "Establishing Social Centers and Campfire Girls' Clubs"; Mrs. Chas. Gilpin, of Philadelphia, Pa., explained Mothers' Pensions in Pennsylvania. The Convention passed a resolution calling upon all the Associations in Delaware to work for the passage of such an act in Delaware.

Altogether, a most helpful convention, earnest and enthusiastic for the betterment of schools, children and parents. We hope to make the next one show even greater advance in Association work and influence.

## IOWA

### The Des Moines City Union of Mothers' Clubs Does Many Things.

The City Union of Mothers' Clubs at its meeting last week passed a resolution that each member of the union do all possible to urge the Iowa members of congress to vote for the Hobson bill, which has to do with national prohibition.

The City Union is doing much to assist with local charity, carrying it out on lines which make it neighborly assistance rather than charity. In each school, with a few exceptions, there is a mothers' club, and in each of these clubs there is a committee to take charge of the welfare work in that district. These various committees work under a central committee of the City Union. Mrs. H. R. Howell, Mrs. George Seick and Mrs. H. E. Teachout form this central committee. The central committee takes active supervision of those districts where the schools have no mothers' clubs.

The central committee is also in close communication with the Associated Charity Board, so that their work is cooperative.

The president of the City Union is Mrs. A. W. Brett; the first vice-president, Mrs. Walter S. Brown; second vice-president, Mrs. Jay Tone; third vice-president, Mrs. J. C. Bauch; secretary, Mrs. H. T. Bickley; treasurer, Mrs. B. B. Clarke.

At the last meeting Mr. Charles L. Snyder spoke of the evils of tobacco smoking among boys and of the laws relating to tobacco sales.

The speaker attacked the evil on five grounds—morally, financially, physically, legally and vitally. "Morally the habit is degrading," he said. "Financially it is a handicap. Physically it is body wasting. Legally it has criminal inspirations. Vitally it is perhaps the greatest destroyer of young men's lives, physically and morally.

"Parents are to blame for the wide-spread

popularity of this habit, in my opinion. Too many mothers know their boys are smoking, but excuse the habit for reasons mysterious to anyone else. Too many fathers, themselves, smoke and cannot criticize or chastise; they leave this task for the juvenile courts, criminal courts, and later the penitentiaries to perform.

"Do you mothers expect a police department like that in Des Moines to enforce tobacco or cigarette laws while you sit idly by with your son a smoker? Would the fathers thank an officer who called him up and told him that his boy was lying in jail, arrested for violation of the laws of Iowa in regard to smoking?"

### MINNESOTA

#### **St. Paul Now Leads State in Organizations of This Kind—Work for Better Conditions in School Districts.**

One of the important activities of the coming year in St. Paul will be the organization of mothers' clubs, to affiliate with the National Congress of Mothers.

St. Paul now leads the state in the number of its mothers' clubs, and in the work they have done and are doing. There are twenty well organized clubs working with teachers, and with each other for the betterment of educational and welfare conditions in this district.

Several parent-teachers' associations have been formed in the past three months and others are to be organized immediately after the first of the year. There are but few schools in this city which have no association of mothers and teachers.

Mrs. William J. Logue, president of the Lower Town Mothers' Club, has been the official organizer in this city for the National Congress of Mothers. Mrs. Logue attended the congress in Washington last spring, and hopes that the 1915 congress will have a large representation from Minnesota.

The following are the local mothers' clubs and their presidents:

Katherine Pitts Mothers' Club, Mrs. Sachse, 89 Kent street.

Central Presbyterian Church, Mrs. Vokoun, 780 Rondo street.

Hamline, Mrs. J. Rounds, 1518 Van Buren street.

Tilden School, Mrs. George Brace, 1429 Langford avenue.

St. Anthony Park, Mrs. E. Young, 2290 Commonwealth avenue.

St. Anthony Hill, Mrs. Brobst, 296 Rondo street.

Cleveland School, Mrs. Swan Ponthan, 577 Grand avenue.

Monds Park, Mrs. G. L. Trott, 1097 Hastings avenue.

Phalen Park Mothers' Club, Mrs. C. Lee, 848 Mound street.

Crocus Hill, Mrs. C. M. Power, 751 Goodrich avenue.

Phil Sheridan School, Mrs. Kemper, 1728 Minnehaha street.

McClellan, Mrs. Lynch.

Ramsey School, Mrs. H. L. Mills, 2052 Summit avenue.

Gaultier School, Mrs. G. H. Thompson, 1305 Hewitt.

Hazel Park, Mrs. G. F. Gunther, 988 White Bear avenue.

Irving School Union, Mrs. C. D. Maclaren, 752 Goodrich avenue.

Baptist Church Mothers' Club, Mrs. Bowman, Ninth and Wacouta streets.

North St. Paul Mothers' Club, Superintendent of Schools, Mrs. Schumacher, North St. Paul.

The Lower Town Mothers' Club, Mrs. William J. Logue, 885 Dayton avenue.

Richards-Gordon Mothers' Club, Mrs. A. J. Crane, 1688 Marshall avenue.

### MISSOURI

**New Organizations of Parents in Kansas City, Weston, Springfield, West Plains, Lebanon, Greenfield, Independence, Kirksville and Hollister—Ash Grove Sends Report of Better Babies Contest—Sorority Circle, of St. Louis Remembered Many at Christmas—Barr Branch and Chamberlain Park Mothers Very Active—Plans for Municipal Dance Completed—Lincoln School Mothers' Circle of St. Louis County, Planning Entertainment.**

Twelve new Parent-Teacher Associations and Mothers' Circles, with an average of twenty-six members each were reported from throughout the State in the month of December.

This is a most marvelous growth considering the activities of the members along other lines.

Kansas City reports three new organizations and Springfield two not previously mentioned.

List follows:

The Humboldt School P.-T. A., Kansas City, 28 members.

The Linwood School P.-T. A., of Kansas City, 16 members.

The Sanford B. Ladd P.-T. A., of Kansas City, 40 members.

The Bowerman School Mothers' Circle, of Springfield, 16 members.

The Weaver P.-T. A., of Springfield, 26 members.

The Weston P.-T. A., of Weston, 16 members.



The West Plains P.-T. A., of West Plains, 33 members.

The Lebanon P.-T. A., of Lebanon, 42 members.

The Greenfield Mothers' Circle, of Greenfield, 26 members.

The Benton School P.-T. A., of Independence, 23 members.

The Kirksville P.-T. A., of Kirksville, 36 members.

The Hollister P.-T. A., of Hollister, 14 members.

#### BETTER BABIES CONTEST

Under the auspices of the Mothers' Circle a Better Babies Contest was held in Ash Grove in December.

Seventy-six babies from Ash Grove and vicinity were examined and entered—babies of all description, the large and robust looking, medium size and the smaller ones.

Many mothers brought their babies, fearful that there was a slight ailment, and went away with their hearts lightened, while others came thinking their baby perfect and to their surprise were informed of slight defects. They too were glad they came, for most of the defects or imperfections could be corrected with proper care.

Taking it all in all, the contest was considered one of the best things ever given in Ash Grove and a decided success—due to the untiring work of the Mothers' Circle.

Through the efforts of this same organization domestic science and manual training are now part of the school training, and the girls of the Domestic Science Class—to show their appreciation of what had been done for them—made several complete layettes and exhibited them during the Baby Contest.

The Better Babies Contest will be an annual event—looked forward to with pleasure by every mother in the community.

In December the Sorority Circle, National Congress of Mothers of St. Louis, gave a "*Two for One Indoor Picnic*."

Each member was asked to bring cast-off clothing suitable for children of all ages; also needle, thread, thimble and a box lunch; and come prepared to spend the day.

About 50 ladies responded. Committees were appointed to assort the clothing, so that a seven-year old boy might not receive clothing for a four-year-old girl.

Other committees looked after mending and sewing on buttons, wrapping, packing into baskets, food contributed, and cutting and assigning new garments, material for which had been provided by the Circle.

Altogether more than three hundred children were made happier at Christmas by the activities of this Circle. Thus it proved to

be a "Six for One Picnic"—that is, pleasure for six for the services of one.

The Barr Branch Circle of St. Louis made night gowns, sheets and comforts for the babies of Bethesda Foundling Home, and the Chamberlain Park Mothers' Circle sent clothing to the girls and boys of the Detention Home.

The first municipal dance in St. Louis under the auspices of the Council of Mother's Circles and Parent-Teacher Associations was given at Central High School in January.

An entertainment for the benefit of those who do not care to dance was given in the auditorium.

Thus father, mother, son and daughter spent the evening together—entertained according to their own fancy—and at home by eleven o'clock.

The Lincoln School Mothers' Circle of St. Louis County are planning to give an entertainment in the school building in February.

There will be drills and recitations by the school children, addresses and music by the older folks, with a social hour for all.

#### PENNSYLVANIA

Interesting reports from Somerset, Wilkes-Barre, Reading, Rockwood, Williamsport, Erie, Gettysburg, and the new association at Aldan were presented at the December meeting of the executive board. The value of a visiting committee was among the important points emphasized. From several associations was reported the success of such committees in increasing membership and in encouraging attendance; in one locality 25 visitors made 300 calls. The banner contest as an attendance promoter is an idea gaining wide acceptance; this attendance is largely gained through the personal service of the children, who urge their parents to go to meetings. Reduction of truancy or absence from school by supplying necessary clothing to needy children is a work continued this winter in many places.

From the Lansdowne Mothers-in-Council came a donation of \$80, the proceeds of an entertainment given in response to the national appeal for relief work among destitute non-combatants. This sum was to be equally divided, \$40 being designated by the donors as intended for the state treasury and use of the Congress. The year book committee is compiling reports and the book will shortly be ready for distribution. The first of the monthly at homes known as "president's day" was held at state headquarters, 1302 Spruce Street, December 28. These meetings will be held on the afternoon

of the fourth Monday in each month and members and friends of the Congress are welcomed. A resolution was passed by the executive board endorsing the proposition of the committee on legislation that the educational authorities be legally empowered to consider and decide upon suitable vacation employment for children under fourteen years of age.

A new social center in the Wayne School in Erie has just been opened, the Board of Education granting the use of the building for evening recreation purposes.

#### CONEMAUGH PARENT-TEACHER ASSOCIATION

Last spring the advisory board worked very hard to secure a public playground for our Conemaugh boys and girls, but for some unexplainable reason we could not secure the coöperation of the town's most influential people, and lacking their coöperation we failed to raise sufficient funds to equip and maintain the playground. The money which had been raised was put aside until this fall and with it the advisory board furnished a rest room at the lower end of our first floor corridor. Our principal and his assistant stained and varnished the floor to match the other woodwork. For floor covering we have three lovely crex rugs; the furniture consists of a sanitary wicker couch, three Japanese fiber chairs, a reading table and a well-equipped medicine cabinet.

In addition to furnishing the rest room the board purchased a picture, a fine copy of "Ruth and Naomi." The picture is the prize for an attendance contest, and it goes to the room having the largest representation of parents present at the meeting. That picture certainly has been of good service to us already, for it drew an attendance of nearly two hundred at our last meeting.

Early in the fall the Athletic Association secured a two night's engagement with Mr. Lawson Harrod, a young civil engineer who is very much interested in making educational motion pictures. Mr. Harrod gave us some very excellent pictures and charged but ten dollars for his services. Our tickets, which we sold at five and ten cents, cost us a little over two dollars. As the pictures were shown in our school auditorium our expenses amounted to approximately twelve dollars, and our Moving Picture experiment netted twenty-eight dollars, clear.

Later the Association had lead pencils stamped as follows: "Be a Booster for the Conemaugh High School Athletic Association. Be a sport. Spend a Nickel." The pencils are bought by the thousand at wholesale rates. Approximately thirteen dollars may be cleared on a thousand. The pencils sell

rapidly, for everyone has need for a pencil and is willing to invest five cents for the benefit of the school.

The third scheme is that of baling paper. Waste paper when baled brings very good prices, and as almost every one has quantities of newspapers which they are glad to give away, our paper-baling business bids fair to become a very profitable one. The grade children also contribute a lot of help in this scheme. Every Friday is Paper Day, and all of the paper brought in is put in the gymnasium. Sometimes the boys go out with an automobile and make a house-to-house canvass for paper. At four o'clock on Friday the boys bale the paper that has come in during the day.

Later on our Parent-Teacher Association expects to have either the Turner or Elson Picture Exhibit to raise funds to buy pictures for the school house.

#### RHODE ISLAND

Three new free baby consultations or Infant Welfare stations were opened in December by the Child Hygiene committee—one in Pawtucket, which will be in charge of the Fairlawn Mothers' Club; one in Edon Park, under the charge of the Edon Park Mother's Club; and one in East Providence, under the care of the Watchemoket Mothers' Club.

#### MOTHERS' CONGRESS ENGAGES NEW YORK SOCIAL WORKER

Miss Adelaide Brown, a graduate of the New York School of Social Service, has been engaged by the Rhode Island Congress of Mothers as a social worker. Miss Brown will act in conjunction with the probation officers at the Sixth District Court.

The members of the organization engaging Miss Brown state that she will not supplant any of the probation officers or agents of charitable organizations now working through the courts. She will act in conjunction with these, and a good share of her efforts will be confined to the homes of the wayward children.

#### TENNESSEE

The annual convention of the Tennessee branch of the Congress will be held in Jackson, March 1 and 2. All superintendents in Tennessee and parents are invited. The National President will attend.

#### VERMONT

##### A Membership of 900 in the State

The third annual conference of the Vermont branch of the National Congress of Mothers and Parent-Teacher Associations recently

held in Burlington showed remarkable progress in the two years since the State was organized.

The report as read from the state secretary of the association, Mrs. Willis M. Ross, of Rutland, showed that there were at present 20 flourishing parent-teacher associations in Vermont with a membership of 900, including men and women, the membership having doubled in the two years since the association was organized. In 1912, when the organization was formed at Montpelier, there were only nine associations in the state, all in Rutland. There are now associations in Burlington, Rutland, Bennington, St. Johnsbury, West Rutland, Randolph, Northfield, Fair Haven and Shaftsbury. Many other towns in the state are ready to begin the work. A report read for Mrs. A. C. Mathews of Rutland, state treasurer, showed all bills paid and \$21.90 remaining in the treasury. Some donations have been received from people interested in the work and all of the dues have not as yet been paid.

In the reports from the presidents and members of the various parent-teacher associations in the state, points for magnifying and improving the work were brought out and discussed. The great aim of the associations is to get all mothers of all nationalities interested in the school work of their children. The various ways of bringing them out to the meetings were thoroughly gone over.

The session was attended by a large percentage of the teachers in the schools of this city, the schools having but one session. An address on legislation in regard to the association was delivered by Anna Hawkes Putnam, of Bennington. Miss Frances Hobart gave a very interesting talk on children's books.

Miss Emily Gilbert, field secretary of the Massachusetts branch of the National Congress, told of things which have been accomplished.

Dr. F. E. Clark in his address said in part: "Next to the social center in every home the most important social center is in the schools, but the center in the school depends entirely on that in the home. There are many inefficient homes such as the one wherein the father lives, who, coming home from a hard day's work, expects the children to have finished their play and a quiet house, where the mother is more interested in housekeeping than home-making and resents the mess which might be the result of a little play. Another such home is the small flat where people above or below or even the landlord will not stand for the noise of children's play, or the one in the basement where cramped and unhealthy conditions are not conducive to

child's play. A pitiful home is that of the poor little rich girls and boys where the entertainment depends upon the maid employed. Whatever the home the child comes from, it is there the habits are formed. It is the duty of every mother and father to develop their children in the right way, and when the child enters the public school in order to have the processes go on there must be coöperation with the teachers."

A lullaby rendered by Miss Katherine Hagar in her fine contralto voice added much to the program.

Professor Messenger, of University of Vermont, spoke of "The Community and the Schools." In regard to the value of the Parent-Teacher Association he said that it tends to establish better and more comprehensive relations between the teacher and parent. The small boy attending school may often give an erroneous impression of the character of his teacher to his parents who are brought to see the teachers only through the eyes of the pupil and usually when things are not going right with the pupil. He said the greatest problem of education at the present time was to make pupils want to know things and to make them realize that certain things are worth while.

In closing, Mrs. Harman, president of the Association, thanked those who had helped to make the conference a success and her only regret was that every parent in the city had not attended. She said that the movement was growing and was one that could not be stopped.

Mason S. Stone, state superintendent of education, spoke on "The Reorganization of the Schools." He commended the intelligence and activity of Mrs. Harman and stated that in order that any system of education succeed it is necessary that the relations between home and school be heartier and closer. He told of the fact that the teacher demands of the pupil accurate, honest and conscientious work, and that after a time the pupil comes to realize that he or she must conform to the standard that has been set before him. Finally his conformance to this standard becomes a part of his life. Then, in many cases, he goes home, where there are no standards of honesty or conscience, and the work of the teacher is nullified. There are cases in which children speak an entirely different language in school than at home. Speaking of the recent report of the state educational commission, he said it was the most important educational document ever submitted in Vermont, and he commended all that was in it, placing especial emphasis on the recommendation that between the ages of 12 and

16 the pupil should be taught something that will give him opportunity to develop the natural energy in him along the lines to which he is most inclined so if he leaves school at the age of 16, which many do in Vermont, he will then be in much better condition to take up his duties in the world than he would under the old system. Superintendent Stone took occasion to say, also, that no system of education could succeed without being properly financed, or when it gives pupils in one part of the state better advantages than it does in another part, or where a state cannot afford to pay the salaries of willing, competent women instead of employing mere fledglings to teach. The recommendation that the state appropriate \$450,000 annually for school education is a sound one.

The question at present is, are we going to be recreated educationally, or are we going to be indifferent and fail to recognize the value of the report? Shall we not give our boys and girls a system of education that will be productive and efficient and bring Vermont back to her old time prestige?

#### OFFICERS ELECTED

The election of officers resulted as follows: President, Mrs. Henry A. Harman of Rutland; first vice-president, Mrs. E. B. Huling of Bennington; second vice-president, Mrs. M. D. Chittenden of Burlington; third vice-

president, Mrs. J. B. Estee of Montpelier; fourth vice-president, Mrs. Theodore N. Vail of Lyndonville; secretary, Mrs. Willis M. Ross of Rutland; treasurer, Mrs. S. H. Hazard of Fair Haven; county presidents, for Addison and Rutland, Mrs. F. G. Swinnerton of Rutland; for Bennington and Windham, Mrs. E. B. Huling of Bennington; chairman of home economics, Mrs. C. F. Leonard of Rutland; chairman of vocational training Mrs. F. G. Swinnerton; supervisor of Burlington schools, Dr. F. E. Clark; organizer for the State, Mrs. F. G. Swinnerton; chairman of home gardening, Mrs. G. E. Piper of West Rutland; chairman of child labor, Mrs. J. P. Adams of Fair Haven; assistant chairman of legislative committee, Mrs. G. B. Walton of Montpelier.

The Vermont State Teacher's Association has made Mrs. Harman, the President of the Vermont Branch of the National Congress of Mothers and Parent-Teacher Association, one of its officers, and chairman of the Parent-Teacher Department. The Association has voted to do all it can to extend the Parent-Teacher Association in the State. At the State Teacher's Association Mrs. Harman met every school superintendent in Vermont and with the Governor's earnest cooperation in addition to that of the superintendents' and teachers' the way is clear for great progress.

## Would You Like Lantern Slides for Your Program ?

The government has prepared a few slides particularly adapted to the needs of rural communities, which are available in any State. Information in regard to these may be obtained by addressing the Chief of the Rural School Division, Bureau of Education, Washington, D. C. Application for the lantern slides must be made several months in advance in order to secure them.

The following is a list of the agencies in various States that have already prepared sets of lantern slides:

#### Alabama.

Mr. N. R. Baker, State Supervisor Rural Schools, Montgomery, Ala.

Alabama has about three hundred slides, among them:

1. Teacher's Home, Dale County, Alabama.
2. An Unsanitary Spring, Madison County, Alabama.

3. Equipment of an Ideal School.
4. Education in Alabama—Where the Money Comes From.
5. How our Money is Spent.
6. Compare Number of Certificates by Grade.
7. Compare Number of School Buildings Owned by County, City, State and District.
8. Equipment of a Poor School.
9. A Rural School in Macon County; showing Miss Pauline May who raised 114 bushels of corn on one acre.
10. A Corner of the Chilton County Fair at Clanton, Alabama.
11. A Teachers' Institute, Autauga County.
12. A Group of Men and Women Interested in Rural Supervision; at National Conference of Supervisors, Morgantown, West Virginia.
13. Stomach of a Moderate Drinker.
14. Germs of Intermittent Fever.
15. View Showing Fresh Air Intake and Ventilation Cap.



16. View of Foot of Common House Fly, Highly Magnified.
17. One of Nature's Best Flytraps—The Frog.

**Arizona.**

C. J. Blanchard, U. S. Reclamation Service, Washington, D. C.

**Arkansas.**

Consult J. L. Bond, Supervisor of Rural Schools, Little Rock, Ark., and Leo. M. Favrot, Supervisor of Industrial Education, Department of Education, Little Rock, Arkansas.

**Connecticut.**

Mr. Chas. D. Hine, Secretary, State Board of Education, Hartford, Connecticut.

1. Through the year with the birds.
2. Birds about home.
3. The adventure of some robins.

**COLONIAL DAMES**

1. U. S. History—Discovered and Colonial Period.
2. U. S. History—Revolutionary War.
3. U. S. History—1790-1865.
188. The Connecticut Valley and the White Mountains.
189. The Coast of New England and the St. Lawrence River.
190. Pennsylvania, Virginia and the District of Columbia.
191. The Mississippi Valley and the Southern States.

**And Others.**

A lecture accompanying each set explaining pictures. Transportation will be paid by the State Board of Education.

**Idaho.**

Dr. E. O. Sisson, Commissioner of Education, Boise, Idaho.

1. Illustrated lecture to farmers.
2. Scenic beauty of the State.

**Iowa.**

Department of Agricultural Extension, Iowa State College, Ames, Iowa.

**Kansas.**

De Witt C. Croissant, Director, University Extension Division, University of Kansas, Lawrence, Kansas. Many Sets.

**Kentucky.**

Educational Committee. Mr. James Speed, Commercial Club, Louisville, Kentucky. About 100 slides.

Miss Fannie Rawson, Secretary, Kentucky Library Commission, Frankfort, Kentucky.

**Louisiana.**

C. J. Brown, State Supervisor of Rural Schools, Louisiana State University, Baton Rouge, La. Social Set.

**Minnesota.**

C. G. Schultz, Superintendent, Department of Education, St. Paul, Minn. Home economics showing home building, home equipment and furnishings. Table etiquette. Cuts of meats.

**Montana.**

State Agricultural College, Bozeman, Montana. State University, Missoula, Montana.

**New York.**

New York Division of Visual Instruction. N. Y. State Department, Albany, New York.

Mrs. Anna Botsford Comstock, Bureau of Nature Study, Cornell University, Ithaca, New York. Birds.

Russell Sage Foundation. Slides on many subjects.

**New Mexico.**

Paul A. Walters, Secretary of Schools of American Archaeology, Santa Fe, New Mexico. Lectures and slides on certain phases of life and conditions in the State.

**North Carolina.**

Frank M. Harper, Superintendent, Raleigh, N. C. Goes out into rural districts with Mrs. Royster, Assistant Superintendent, to exhibit rents slides. Keystone "600 set." Our prominent Americans. Plays from Shakespeare. Washington City. Panama Canal. Yellowstone Park. Switzerland. Tour around the World.

**North Dakota.**

J. J. Pettijohn, Director Extension Division of the University of North Dakota. Relating to small town. Public health. Fly campaign. European Countries. Consolidated schools and their work.

A. P. Hollis, School and Community cooperation, Agricultural College. Making the most of farm boys and girls. Must pay transportation charges?

**Oklahoma.**

B. C. Pittuck, Dean Agricultural College and Mechanical College, Stillwater, Oklahoma. Lectures of general and timely interest, illustrated.

**Pennsylvania.**

Thomas L. Montgomery, State Librarian, Penn. State Museum, Harrisburg, Pa. Any subject needed. A charge of \$1.00 to cover cost of transportation.

Pennsylvania State Museum. Subjects include geography and travel all over the world; trees; flowers; insects; birds; reptiles; protective coloration; history; architecture; sculpture; painting; literature; evolution of

writing; musical instruments; the kindergarten; dwellings of various people; educational institutions; manual training; beautifying America; industries; agriculture, and history of transportation.

The Philadelphia Commercial Museum, 34th Street below Spruce, possesses a large collection of lantern slides from many countries throughout the world, showing production, commerce and transportation, manners and customs, as well as scenery and natural conditions. Selections from these slides are made up in the form of traveling loan lectures which are supplied to the public schools throughout Pennsylvania, together with stereopticon and screen and a typewritten lecture accompanies the slides. The distribution is made on application to the curator.

Private schools and other educational institutions and public associations interested in educational work may also, subject to the requirements of the school service, obtain these loan lectures on application to the curator.

#### **Rhode Island.**

John L. Alger, Principal Rhode Island Normal School, Providence, R. I. Lanterns, both electric and gas, as well as slides may be obtained. About 1,000 slides.

#### **South Carolina.**

Clemson Agricultural College, Clemson College, S. C. W. W. Long, State Agent. Winthrop Normal and Industrial School, Rock Hill, S. C.

#### **South Dakota.**

G. W. Nash, President Northern Normal and Industrial School, Aberdeen, South Dakota. Accompanied by a teacher. Colored slides. Views of Palestine. Views of Passion Play 1910. Yellowstone National Park. Italy.

#### **Tennessee.**

S. H. Thompson, Superintendent, Nashville, Tennessee. Miss Moore, Nashville, Tenn. A few slides.

#### **Texas.**

F. N. Beally, Director, Department of Extension, University of Texas, Austin, Texas. A good list.

#### **Vermont.**

Mason S. Stone, Superintendent, Montpelier, Vermont. Lantern and slides for rural communities.

#### **Washington.**

Hanna M. Cordy, Department of Education, Olympia, Wash.

Case 0. Geography of Washington. No lecture.

Case 1. Salmon Industry—Puget Sound—Cruising. With lecture.

Case 3. Mt. Rainier—Big Timber. With lecture.

Case 4. Seattle Schools. No lecture.

Case 5. Olympics. With lecture.

Case 6. Geography and industries. No lecture.

Case 7. The forest industry. No lecture.

Case 8. Irrigation Mt. Rainier. With lecture.

#### **Wisconsin.**

J. C. Brockert, County Superintendent. Has slides and can deliver lectures.

Wisconsin Agricultural Experiment Association, Dodgeville, Wis. Jesse A. Van Natta, Secretary and County Superintendent of Schools.

Slides:

Development of rural school buildings, equipment and grounds as essential to community interest. Play and its function in child development. School world pertaining to home conditions, *i. e.*, soil formation, study of practical issues of community, farm, farmhomes and buildings, insects and pests. Birds and their use to the farmer. Conservation of energy to small streams to furnish light for home and buildings. Practical course in several studies worked out by county schools of Agriculture carried to Community High Schools (Domestic and Agriculture). Teaching children to be observing and to apply work in agriculture. The dairy cow—milk weighing, testing, border cow versus profitable type. Corn—Seed selection, care of seed, seed testing, tendency of corn to produce a certain quality of corn through breeding, etc. Contests—Their purpose, the quality of material, the results. Number of slides, 100.